DOCUMENT RESUME

ED 207 416 HE 014 307

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TITLE The OD' Role in Education: What Do You Do With a Beginner Professor Who Joins the University?
PUB DATE May 81
NOTE 31p.; Paper presented to the Organizational Communication Division of the International Communication Association (Minneapolis, MN, May 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; College Faculty; Educational Objectives; *Faculty College Relationship; *Faculty Development; Foreign Countries; Group Dynamics; Higher Education; Individualized Instruction; Information Needs; Instructional Improvement; Interpersonal Competence; Microteaching; Organizational Development; *Teacher Orientation; *Teacher Workshops; *Teaching Skills
IDENTIFIERS *Institute of Technology Higher Education (Mexico); Mexico

ABSTRACT

A faculty development program primarily oriented toward the beginning professor at the Instituto Tecnologico y de Estudios Superiores de Monterrey, Monterrey, Mexico, is described. Among the program components are workshops; meetings to provide information about policies, procedures, and facilities at the school; and meetings to involve faculty in future program activities as well as administrative functions of the university. Workshops pertaining to teaching techniques have covered interpersonal relationships, microteaching, design of learning objectives, and personalized systems of instruction. A group theory and practice course was offered to help improve the teacher's role as group leader, and a course designed to improve classroom communication covered types of communication, models of communication, barriers to communication, and teaching group techniques. Additionally, a workshop designed to develop the creativity of a teacher in searching for solutions in a creative way was offered. After four years, the climate and morale of the university has gradually improved as reflected in better interpersonal relationships and collaboration among staff and departments, pair teaching, interdisciplinary projects, and better teaching. The faculty development program is now institutionalized: all professors who join the university participate as part of their professional development. A sample schedule followed by teachers in 1976 is appended. (SW)

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THE OD' ROLE IN EDUCATION:

WHAT DO YOU DO WITH A BEGINNER PROFESSOR WHO JOINS THE UNIVERSITY?

María de la Luz Prado-Garza

U.S. DEPARTMENT OF EDUCATION
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Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM).
Sucursal de Correos "J"
Monterrey, N.L. MEXICO
58-20-00 (230).

A paper presented to the Organizational Communication Division of the International Communication Association (ICA) in Minneapolis, Minessota, USA.
May 1981.

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SUMMARY

Based on an extensive data collection about the organizational climate existing among the staff at the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), a diagnosis was made: most professors felt they were not integrated as a group, they did not know each other in and - between departments, they did not know relevant information about the Vice-rectory's plans and the organization itself, and they did not have all the techniques and abilities required for doing their main job: the effective - transmission of knowledge.

With this information, an OD' program was launched at ITESM. Its main objective was to introduce, inform, develop and follow-up the integral development of the professor during his/her career at the university.

The "Programa de Desarrollo de Maestros"-PDM (Program for the - Development of University Teachers) was initiated formally in August 1976. Since then, we have been using different interventions with internal and - external help. The program is divided into three phases, considering that - in a period of two years, the professor will complete it and then start to plan his/her personal career development.

After four years, the climate and morale of the university has gradually increased and as a result it is now reflected in a better inter-personal relationship among staff and departments; more collaboration be-tween departments and faculties; pair teaching; interdisciplinary projects and, most important of all, better teaching. One of the main accomplishments of this program has been its institutionalization. This means that all profe ssors who join the university take this program as part of their profess.o-nal development, no matter their field, academic grade or organizational posi tion.

This paper aims to describe the processes followed during the OD' program, stressing the importance of its use in education. During the implementation of the "Programa de Desarrollo de Maestros" (PDM), several problems were faced. We comment on them, emphasizing their implications when attempting to use OD' in a private university. We also describe what OD' strategies were used for its implementation at the beginning and during it; we also comment what changes have been introduced since it was implemented. Finally, we point out the effect of the program establishing some measures of performance. The services of the staff who administrated the program, CIDES (Center of Research and Documentation in Higher Education), are being increasingly demanded, not only by the Monterrey campus but by other institutions. As being pioneers in this field in Latin-America, we have assessed with our experience other branches of ITESM, besides the main Monterrey institution, as well as several other universities in México and Latin-América.

I. DIAGNOSING ORGANIZATIONAL NEEDS.

Our considerations and concern for the improvement of teaching at ITESM was growing every day. At the beginning and in order to fulfill this need, the Center of Research and Documentation on Higher Education (CIDES) offered three workshops of approximately one week duration each one. Here, the university teacher could identify, practice and improve some teaching abilities.

Latter on, and with the positive results obtained in these workshops the need to create an integral program was recognized, where the teacher could get continnous training in the noble task of teaching. Therefore, a pilot program was planned based on the concerns and experiences of campus directors and teachers. The two main objectives were: to train and develop the teacher professionally and to give him the athmosphere and permanent - tranining at the university with adequate programs which could give the - educational techniques and tools needed.

II. HOW PDM WAS DEVELOPED.

A. THE PRE-PROJECT: TEACHERS' IMPROVEMENT PROGRAM.

On March 1976, the Vice-Rector invited eleven young university teachers to a meeting in conjunction with the Division Directors of the four Academic Areas. The objective was to create a work group for diagnosing the needs a new teacher has when entering the university for the first time. The participative approach of asking these teachers what they felt they needed - and what was actually provided by the university when they started teaching, was the first step for creating the pre-project called: Programa de Mejoramiento de Maestros (Teachers' Improvement Program).

This group met three hours once a week during two months. By June 1976, the project took shape and was presented to the Vicerectory as: Programa de Desarrollo de Maestros (Program for the Development of University Teachers- PDM).

The program had the following objectives:

- To propitiate the means for the teachers' professional and human fulfillment.
- To give the teachers a complete panorama of the university system.
- To make the teacher feel part of the university, encouraging departamental and divisional interaction.
- To encourage a feeling of responsibility and solidarity with respect to the objectives and activities of the university.
- To propitiate different methodologies for the teaching-learning processes, in order to help do a better job.
- To propitiate a group spirit among all teachers.

The program was planned in four stages; each one with its own particular objective:

Stage:		Objective:
1	Pre-PDM	To create an atmosphere of acceptance among teachers.
2	Information.	To acquire an integral vision of the university and to get familiarized with its academic organization, resources and facilities.
3	PDM	To propitiate knowledge that will permit the teacher to do a better job in the educational aspect, and also to permit a social climate in the university, as well as to develop abilities and attitudes.
4	Post-PDM	To diagnose the results obtained with the program.

Following is a brief description of the four stages of the program:

1. Pre-PDM.

The first part of the program, was planned to obtain the following objective:

"To create an atmosphere for accepting the program, so that the teacher will feel the interest the university has in him".

Some of the areas in which the new teacher will start to get acquainted with, are:

a) Introduction to the university:
- -Working conditions
- -Job (assigned post)
- -Specification and disposition of resources
- -Formal presentations with other staff members
- -Allocation of personal resources
- -Introduction with Personnel dept.
- -General information about policies

b) Information about the courses he/she will teach:
- -What courses
- -Requirements, criteria, standards

-Learning objectives
-Further explanations, nomenclature and materials needed

c) Extra-academic Activities:
-Facilities
-Societies
-Clubs
-Rights and benefits

2. Information.

In the second part of the program the following objective was sought:

"For the teacher to acquire an integral vision of the university, he should get familiarized with the academic organization, resources and facilities".

The areas in which the teacher will receive information were:

a) History, prestige and importance of the university in society:
-ITESM' System audiovisual

b) Internal organization:
-Organization diagram
-Functions
-Faculty
-Regulations

c) Academic Divisions
d) Service Centers

3. PDM.

In the third part of the program, the following objectives were pursued:

"To propitiate knowledge and opportunities for the teachers' development, to develop teaching abilities, and to develop positive attitudes towards the university".

The activities planned for this part were:

a) Structured workshops:
- -Microteaching
- -Design of learning objectives
- -Personalized systems of instruction
- -Interpersonal relationships
- -Creativity
- -Evaluation
- -Communication

b) Non-structures activities:
- -To grant scholarships
- -To propitiate graduate studies
- -Visits
- -Contacts with other universities

On Appendix 1, there is an example of the schedule followed by the teachers who joined the Programa de Desarrollo de Maestros for the first time in August 1976.

4. Post-PDM.

The fourth part of the program was very important for deciding on its future implementation. During the Post-PDM stage, it was needed to make an evaluation of the PDM, in order to obtain feedback about the results of the pilot plan. For this, an anonymus inquiry was designed with the following objectives:

- -To diagnose the results obtained with PDM.
- -To decide about carrying on with development and interaction programs posterior to PDM.
- -To correct out-of-focus areas.
- -To eliminate irrelevant areas.

With the PDM program it was expected that the new university teacher will develop fully, as a person and as a professional. What the university expected of the new teacher during his/her first year, is found in Appendix 1.

B. THE PDM PROJECT: AUGUST 1976- AUGUST 1979.

By the end of July 1976 the PDM was put into practice for the first time. Forty university teachers joined it of whom about 80% were beginner teachers. The different areas that PDM covered were:

1) Teaching Techniques: This first part of the program basically consisted on a group of workshops which the teachers attended before they started their academic activities during a period of three weeks. These workshops were: Interpersonal Relationships, Microteaching, Design of Learning Objectives, Personalized Systems of Instruction. These related workshops were named Teaching Methodology Course, because they gave the teacher the basic tools for his professional work when teaching.

2) Group Theory and Practice: With the purpose of developing the teacher professionally, this part of the program was created. Teachers who took part in PDM assisted during seven weeks to a three hours per week course. The aim was to give them training in teaching techniques and group dynamics. It was useful for their performance in their teacher's role as group leaders.

3) Communication: Once the previous course was finished, and also under the same format, another course followed. The aim was to know, analize and apply the basic elements of the communication process for achieving a better communication in the classroom. The program for attaining these objectives were through the following topics, which were independently analysed during seven meetings: Introduction to the Communication Process; Types of Communication; Models of Communication; Barriers of Communication; Teaching group Techniques.

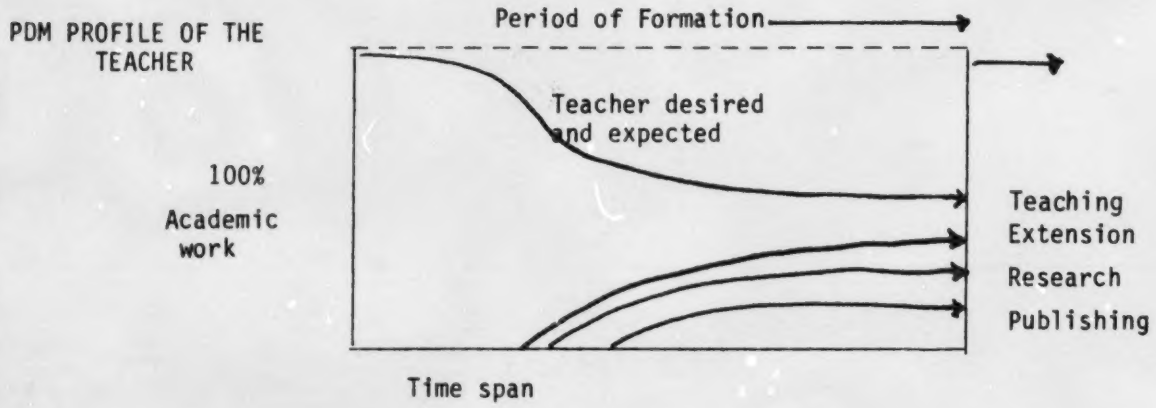
4) Vital Information: This area was developed during the whole academic

period (one semester) consisting of one three-hour meeting a week. The aim was getting to know fellow teachers in order to be integrated to the staff. For this, it was required to be informed about the university objectives, policies, procedures and norms. This information was considered essential for knowing the system in which the teacher was going to grow and develop.

In summary, the teacher who participated in the program for the first time, took part in the following activities:

-Three weeks before the initiation of the academic activities, in passing the Teaching Methodology Course.
-Seven three-hour weekly meetings in the course on Group Theory and Practice.
-Seven three-hour weekly meetings for the Communication course.
-Fourteen three-hour weekly meetings for the Vital Information sessions.

The profile of the teacher expected with this program is shown in the following figure:



After this pilot-plan was carried out successfully, the Programa de Desarrollo de Maestros, was formally institutionalized. The rationale of it, is carefully described in the following section.

1. Background.

The University Academic Constitution (where the formal Norms and Policies for the Professional and Graduated Teaching Area are stated), were the basis for developing the Organizational Development program. On this Constitution, it is clearly defined that ITESM is a : "highest standard academic - level institute". Also, and related with the university teachers, it is said that: "ITESM considers that the efficient development of its academic faculty implies the need of a broad and deep knowledge areas, because these teachers are responsible for making effective the task of effective teaching, confirming also with it, their academic vocation".

Therefore, it was an ITESM's purpose to direct all its efforts for searching the mediums by which those objectives could be reached.

In order to carry out the compromise that was stated in the Academic Norms and Policies, the Vice-Rectory Consultive Committee of the Professional and Graduate Teaching Area, recommended the implementation of the Programa de Desarrollo de Maestros. The program was initiated on August 1976, and its administration was confered to CIDES (Center of Research and Documentation in Higher Education).

2. Objectives.

The PDM is an attempt to develop university teachers as complete - human beings, considering both their professional and human aspects. It strives to give them an integral vision of the university, fostering on them a sense of responsibility and solidarity with respect to the university's objectives - and activities. The program provides different methodologies of the teaching-learning processes and other complementary areas, for bettering the university teachers' performance. Also, it aims to promote a strong interpersonal - communication between all university teachers.

3. Participants.

The program is mainly orientated toward all new teachers who join - the university. They all have to join it on a contractual basis. But the PDM can also include all other teachers who have been working previously at the university and who wish to take it as part of their self-renewal development. For these teachers it does not represent an obligation.

4. General Characteristics.

The program is mainly focused toward activities related with the teaching-learning processes but not with the specific activities of the - participants. The university aims to gather not only a group of experts in different knowledge areas, but it intends that its integrants become real - professionals in university teaching. That is why, Ph. D's as well as B.A.'s and M.A's who join the university will gain with this program. With this for mat the novice teacher as well as the professor with previous experience will benefit from it. This program intends to develop the individual potential of each person, hoping with this an improvement of the desired high academic - quality of all university teachers.

The PDM is orientated towards the teacher's pedagogic preparation without neglecting the mastering of their professional areas of specialization. This professional mastering is planned in conjunction with each teacher's - Department Dean to which he/she reports, and it is hoped to be of a permanent character. However, and because it has been found that in most of the cases, the knowledge and experience in the pedagogic areas is small, when a universi ty teacher joins the university for the first time, it is hoped that during the first year of his/her academic work, teachers should focus their preparation towards the development of their pedagogic abilities. In this sense, we want to emphazise that the required effort and time demanded for this task is more than it was before this program was institutionalized.

5. Activities.

The main part of the program functions basically in two phases: workshops and semestral activities.

The first phase, workshops, is mainly offered before the initiation of the academic activities, and the second is developed during the two semesters of the academic year.

The workshops are total inmersion activities where the participants devote themselves fully to the proposed activity. It is hoped that the participants have an exclusive dedication to the workshops, therefore no other activities or obligations should interfere with them. The intensive nature of the work done during these workshops requires a high and unique concentration on the activity for promoting effective learning.

The workshops offered in the PDM are: Microteaching, Design of Learning Objectives, Design of Personalized Systems of Instruction, Interpersonal Relationships and Creativity.

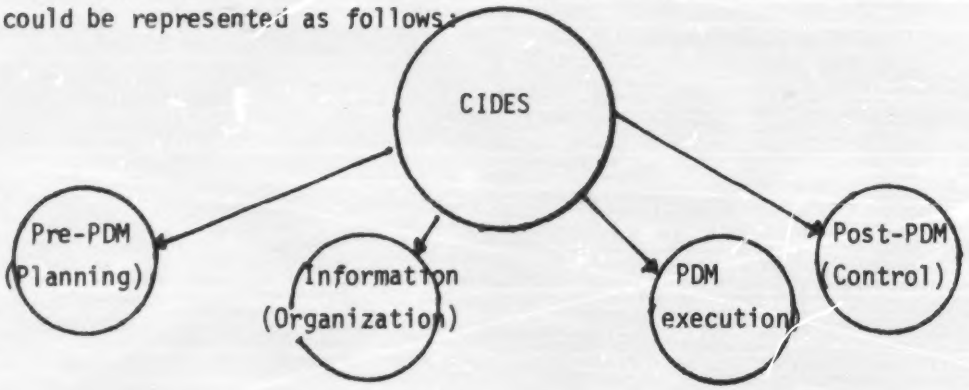
The semestral activities include two weekly sessions of three hours each: one is a course named Selected Topics in Education and the other is called ITESM Topics.

The Selected Topics in Education course has credits that can be used when obtaining the Master in Education. All teachers should register formally in the course. The content of these activities are not necessarily the same each semester. The program is flexible enough for accepting the required modifications.

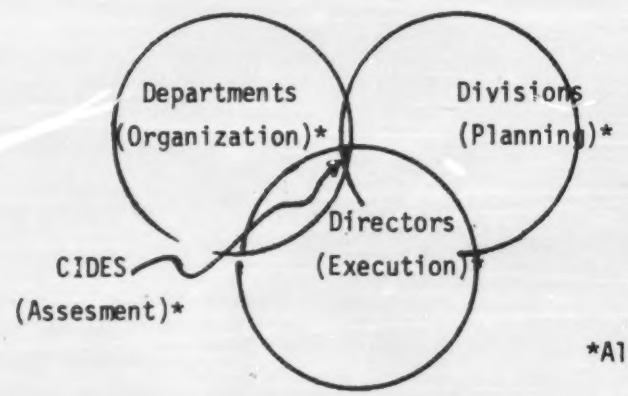
During the weekly sessions on ITESM Topics, the teachers are familiarized with some material considered indispensable for getting to know the university. It is useful for identifying the resources and objectives as well as for familiarizing with the university processes and actual changes. Teachers involved in the PDM participate in all the mentioned activities. The PDM activities are planned each year and an example of the schedule could be found in Appendix 1.

C. THE THREE PHASES OF THE ACTUAL PROGRAM:1981.

After three years of constant modifications of the PDM, it has suffered some modifications. By 1979, the Programa de Desarrollo de Maestros was the unique responsibility of one Service Center (CIDES). This center, - used to plan, organize, execute and control the program completely. Its role could be represented as follows:



But now, CIDES has but a small responsibility for the program. - After five years of continuos arrangements CIDES is regarded as an assesment center where the Divisions, Departments and Directors could ask for help if it is needed. The PDM is now the responsibility of the Academic staff:



*All have the Control function.

1. Pedagogic Development Phase.

In the first phase, the program is focused toward the activities related with the teaching-learning processes as well as to the essential orientation of the activities and mission of the university. This phase consists in three areas:

1) Workshops

These are total inmersion activities where the participants devote fully to the task. These activities give teaching-learning methodologies. The workshops offered for the Pedagogic Development Phase are:

a. Microteaching Workshop.

Consists in simulating in a simplified way the conditions of a real class, forming small groups of participants under the supervision of a coordinator. Teachers practice seven abilities that have been considered useful for improving the lecture method. Those abilities are: Induction, Communication, Stimulus Variation, Questions, Reinforcement, Organization and Integration.

The learning method for these abilities is by practicing each of them,one at a time. They are video-taped and at the end of the session an analysis of each participant's presentation is made. At the beginning of the workshop there is a pre-video. At the end of the workshop there is a post-video, here the participants have received and practiced all the information about the seven abilities. A comparative analysis of these two recordings help to see the learning process of each participant. This workshop lasts four days.

b. Design of Learning Objectives Workshop.

This workshop is organized under the PSI system, lasts three

days and aims to give the participants the opportunity to design, with an appropiate methodology, the learning objectives. They also are provided with the means for evaluating the educative value of their objectives by using Bloom's - Taxonomy. Again, the emphasis is placed in learning by doing, mantaining the teacher active, and developing a personal rythm until he reaches the mastering of learning. The workshop - lasts three days.

c. Design of a Personalized System of Instruction Workshop
In the PSI workshop, teachers learn the fundamentals, principles and characteristics of this system. All this in an appropriate athmosphere and preferably isolated, so that in the assigned time (3 days) everyone can finish the task. In the PSI workshop teachers learn something else: they live a PSI course themselves. The workshop functions under the PSI format, giving the teachers the opportunity of designing, under this format, approximately one third of one of the courses they will impart. This is very useful in case they decide to offer one of their courses under PSI system. The workshop is useful for all teachers interested in learning new teaching techniques and learning principles. Therefore, supossing the participants would not or could not impart none of their - future courses under this system, they could apply most of their theory they learn in the workshop.

2) Induction Area.
This activity consists mainly in periodic meetings with the attendance of the Rector, the Vice-Rector of the Professional and Graduated Teaching Area, the Academic Division Directors and the Deans of various departments. In these meetings essential information and needed material is presented with the object that the new teachers get to know the principles, mission and institutional activities.

3) Training Area: Divisional and/or Departamental.
The activities here consist on periodic meetings with the participation of Division and Department Directors. Here, beginner teachers are presented with adequate information and documentation so they can get familiarized with the actual processes and dynamics of the university.

2. Personal Development Phase.

In this phase theprogram is focused towards personal and professional development in the specific field of the teacher. The individual development program for each teacher, is designed in coordination of the Academic Divisions and the Vice-Rectory of the Professional and Graduated Teaching - Area. The professional development of the teacher is sought, and the Department Dean to which the beginner teacher reports is the main promotor and impulsor of this individual program. This phase is permanent and seeks continuous professional development. Besides this individual assesment, the new teacher has the opportunity to participate in two workshops:

a. Interpersonal Relationships Workshop.
The role of an effective teacher is that of involving himself in a relationship with the student and with the group, in which both learn from each other and both are an important resource for diagnosing the needs of change and the barriers to the learning processes. Also he analyzes and searches for relevant information through the interactions of the learning groups. In this sense the teacher planns new ways of behavior. He needs to be conscious of human relationships, of his own needs and motivations, and of the consequences of the learning processes. All this is useful for diagnosing his function when facilitating the learning process of the student. The important factors that determine the teaching-learning effectively has to do a lot with human interactions.

Therefore, knowing teachers' owns motivations and consequences, their abilities and leadership skills in conducting groups, as well as perceptual, motivational and emotional systems, are very important in mastering and improving teaching methods. The Inter personal Relationships workshop propitiate a learning climate where the teacher lives in a growth group a learning experience: how he affect others, what are the results of his interactions, intentions and behaviors, and how he interact in human transactions. All this in an atmosphere of compromise, care, trust and liberty. The workshop last four days.

b. Creativity Workshop.

The fundamental axis for the development of new systems, the - implementation of new techniques, and the solution of specific problems related to the class, must be the teacher. To develop the skill to be "deliberately creative" is the purpose of this workshop. It pretends to serve as an incentive for developing the creativity of a teacher, when he has to make decisions and when he has to apply different processes in the solution of problems. Therefore, through the recollection of facts, generation of ideas and search for solutions in a creative way, teaching could be improved. This workshop aims to generate a deep motivation in the teacher so he can use his creative potential, and develop an open attitude towards the ideas of others. The workshop consists of live demonstrations and experiences for providing direct, easily transferred learning experiences. Active participation is an essential ingredient and the basic working form. During the workshop, the participant shows abilities that have been acquired when giving solutions to problems presented there. The results are observable and encourraging. The workshop lasts three days.

3. Organizational Development Phase.

The third phase aims to promote the socialization and involvement of the teacher at the university. It consists of a weekly meeting (three hours) named ITESM Topics. This phase is individually planned with the Department Dean to which the new teacher reports. It aims to involve teachers in helping in future PDM programs acting as internal facilitators. It also facilitates teachers' knowledge in particular areas of interest. Finally, it intends to prepare teachers in the administrative functions of the university, opening their perspectives as university administrators.

In summary, the Actual PDM Program is divided in three phases: Pedagogic, Personal and Organizational Development.

-Its main objective is to introduce and develop the beginner teacher who joins the university on his teaching job, promoting his personal and professional development.
-In the Pedagogic and Personal Development Areas, each teacher selects to take three workshops during a semester.
-The Organizational Development Area is planned in conjunction with the Department Dean.
-All relevant information about norms, policies, facilities and procedures is given in a one day session (An example of the Agenda is annexed in Appendix 3).
-Those resposible for getting the new teachers in the PDM are their Directors, therefore CIDES serves only as an external assesor in its implementation.

III. RESULTS.

For the evaluation of the PDM, an inquiry was made. The objectives of it were the following:

-To diagnose the results obtained with the PDM.
-To continue developing new programs based on the needs diagnosed.
-To correct overviewed or incorrect areas.
-To eliminate irrelevant or confusing areas in the formation of the new teacher.

The evaluations were carried out periodically, and they were formal and informal evaluations.

The formal PDM evaluation consisted in a five page questionnaire, where the two areas (workshops and meetings) were carefully evaluated. This intended to give feedback about the whole program with the comments of the participants. Their main suggestions were these:

1. Among the things that were more liked in the program:

*The relationships with teachers and directors.
*The opportunity of stating their points of view to the authorities.
*The possibility to know better the university and the proyects carried out outside owns' professors areas.
*The guidance recived from workshops coordinators.
*All the workshops had very possitive influence.
*The motivation received for being more able.
*The panorama of university we recived.
*The promotion of partnership among all teachers.
*The knowledge of administrative aspects of the university.

2. Things participants disliked about the program:

*The time and effort demands the program requieres.
*The control over the participants from some directors.
*The lack of participation of the teachers in some sessions.
*The schedule, it was very tight.

The overall evaluations of the PDM over the years are stated in the following schedules which were changing continuosly. This shows how the opinions from the participants were taken into account when planning the PDM.

1976

	MONDAY	TUESDAY	WEDNSDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
July							
	Interpersonal Relationships Workshop						
	Objectives Workshop			P S I Workshop			
August	Microteaching Workshop					Evaluation	
		Class		Topics			
		Class		Topics			
September		Class		Topics			
		Class		Topics			
		Class		Topics			
		Class		Topics			
October		Class		Topics			
		Class		Topics			
		Class		Topics			
		Class		Topics			
November		Class		Topics			
		Class		Topics			
		Class					
		Class		Topics			

Overall Evaluation 3.4

1977 (First Semester)

	MONDAY	TUESDAY	WENSDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
December	Objectives Workshop			Interpersonal Relationships Workshop			
January	Microteaching Workshop						
	Class			Topics			
	Class			Topics			
	Class			Topics			
February							
	Class			Topics			
	Class			Topics			
	Class			Topics			
March	P S I Workshop						
	Class			Topics			
	Class			Topics			
	Class			Topics			
April	Creativity Workshop						
	Class			Topics			

Overall Evaluation 3.2

1977 (Second Semester)
The same format. Overall Evaluation 2.8

1978 The same format.
First semester Overall Evaluation 2.6
Second semester Overall Evaluation 1.8

1979

By August 1979, a reorganization of the PDM was made, and after a meeting with the PDM Committee, three important decisions were taken:

1. To design different development areas for teachers who had completed the Personal Development Phase of PDM.
2. To plan extension activities for univiersity teachers who already - finished one year on PDM program, allowing them more time for their Professional Development Phase.
3. To change the control and formal character of the program.

It was propossed that the beginner teacher took two workshops at the most. Therefore, his participation in PDM would involve only two responsabilities:

-To take two workshops of their preference.
-To attend the weekly meetings (ITESM Topics).

The PDM was then responsibility of the Division Director instead of that of CIDES. It only served as a training and development center, where Department and Division Directors could ask for service and assesment.

Overall Evaluation 2.1

1980

CIDES now planns the workshops to be offered periodically during the academic year, and sends a notice to the different directors about where, when and how are the workshops going to be offered. The directors enroll their new teachers on the workshops, according to their personal and professional development plan, which is discussed and negotiated before they are contracted.

This new focus of the program suggests four obligations for the begginer university teacher:

1. To attend the Welcome and Induction day at the beginning of the semester.
2. To take two workshops,of their preference.
3. To attend nine weekly meetings on ITESM Topics (lasting 3 hours).
4. To plan their Personal and Professional Development with their director.

Overall Evaluation 2.0

1981 The same format . Overall Evaluation iCommingi

The informal PDM evaluation was carried out through meetings, conversations and talks. Some of the results of these evaluations and comments collected, in their different phases, were as follows:

1.Pedagogic Development.

Microteaching Workshop: "It was the best, the most useful, all teachers should take it before beginning to teach. It should be extended to auxiliary teachers also."

Objectives Workshop. "Excellent, good, a little long."

PSI Workshop. "Excellent, sometimes the material used is repeated. It shoud be widen to include more teaching methods material."

2.Personal Development.

Interpersonal Relationships. "Very good, everybody should take it, the learning experience is something new. You learn about yourself and about others."

Creativity Workshop. "It helps you to discover your creativity and the excercises provided give you the chance to practice your personal potentials."

The results of the program are highly satisfactory; this is suggested in the participants' evaluation. For example, in a recent evaluation, the August to December program of last year (1980) it was found -- that in a range from 1 to 5, where 1 is excellent and 5 extremely bad, and having in mind the criteria of utility and benefit that PDM has given and will give in the future, the overall evaluation by the participants of the two phases was 2.0.

As a consequence, beginning teachers can appreciate what is involved in being a professional teacher. We have observed more cohesion in teachers groups and also the program has helped them to decide if they - really want to devote themselves to teaching.

On the same line, students have demonstrated their satisfaction with most of the PDM participants with regards to their teachers' motivation, exigency and compromise levels, and their interest for the student's learning.

The creation of a program of this nature requires a lot effort. This is a shared effort among the participants, the administrators and the creators and implementators.

Here, we want to emphazise that a great part of the success of - this program was due to the backing, constant interest and trust, that the academic authorities gave to the administrators of the program. In the same way, we want to emphazise the readiness and enthusiasm of the participants.

University teachers are one of the most important elements in the change and development processes of a society and of a country. And before they can be agents of change, they need to adapt themselves to the change process, to get trained and developed, to demand excellency from themselves.

IV. CONCLUSIONS.

Research on educational processes have shown that the teacher is the human element which interacts and understands better his students, - therefore we can not discard of overlook him. We also should not let him be improvised, on the contrary, we should prepare him, help him be up-to-date, give him more knowledge in his area, find ways for his betterment... In summary to train him in the abilities required for being a good teacher and becoming a real professional in teaching.

Some good teachers are born but most of them are developed. For mantaining the social function of Mexican universities it is needed to emphasize the quality of teaching provided in those universities. The - factors that affect the quality of teaching are many and only by a strong interaction and interdependence with the authorities, teachers and students, it is possible to change the teaching institutions from being'mediocre information givers' to real 'centers of excellence'.

At our university, the Programa de Desarrollo de Maestros has contributed very much with the academic quality of this institution of learning. The program highlights three importand phases: Personal Development, Pedagogical Development and Organizational Development. With the PDM we aim to prepare the professional to become a teaching professional.

Our mission with PDM is to provide professional training for the university teacher and to aid in his personal development.

Our goal is to better and to improve academic quality by the professional improvement of the teacher.

Our main resource is the teacher: he is the one that can change, innovate, generate; he is the only one capable to know, discover, evaluate and judge and nothing but his talent and tenacity are needed for becoming an expert teacher. He is the one who will take in his hands the comming generations. He is the expert México needs. Isn't the effort worthwhile?

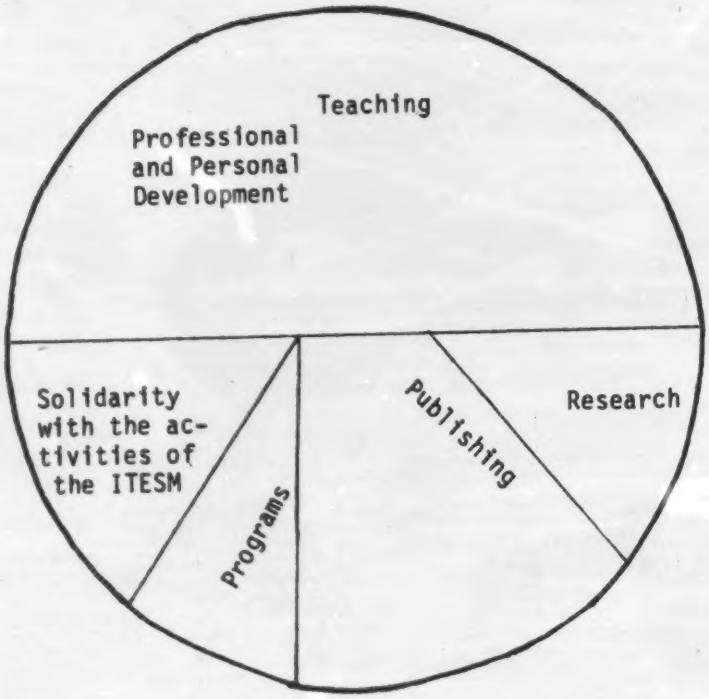
APPENDIX 1.

Schedule of Activities

Class weeks	Interpersonal Relationships	3	Weeks before Classes started	Every friday afternoon
	C I D E S	2		
	C I D E S	1		
1	PRE-PDM		TEC Audiovisual	
2			Organization diagram and Functions	
3	Creativity (Saturday)		Departamental Divisions	
4	Group Theory and practice.		Regulations	
5			Regulations	
6			Regulations	
7	(Two hours a week course)		Computer Center	
8			Library	
9			Physical Ed.	
10	Methodology and Research Techniques		Admissions	
11			Students and Cultural Affairs	
12			TV and others	
13			Campuses. International Programs, Foreign	
14	(Two hours a week course).		Personnel	
15			Free	
1 TO 7	Methods Evaluation Design (One and a half hours per week course.)		Educational Psychology (One and a half hours per week course)	
8 TO 15	Communication Laboratory (One and a half hours per week course)		POST - PDM (One and a half hours per week)	

APPENDIX 2

Expected of Teacher



APPENDIX 3

AGENDA FOR THE WELCOME MEETING OF THE PROGRAMA DE DESARROLLO DE MAESTROS, FEBRUARY 14,1980. (an example).

9:00	Welcome to ITESM by the Rector of the Institute.
9:20	Audiovisual: "ITESM System".
10:00	Coffee.
10:15	Review of the Professional and Graduated Teaching Area, Vice-Rector of the ITESM.
10:45	Objectives of the Programa de Desarrollo de Maestros, Bussines and Social Sciences Division Director.
11:00	Integral Students Evaluation Program. Sciences and Humanities Division Director.
12:00	Visit to San José Hospital and Medical School, School of Medicine Division Director.
13:00	Lunch.
15:30	Use and marketing of Laboratory Equipment and Solar Energy Programs.
16:30	Services offered to teachers by Computer Center, Computer Center Director.
18:00	Cocktail.